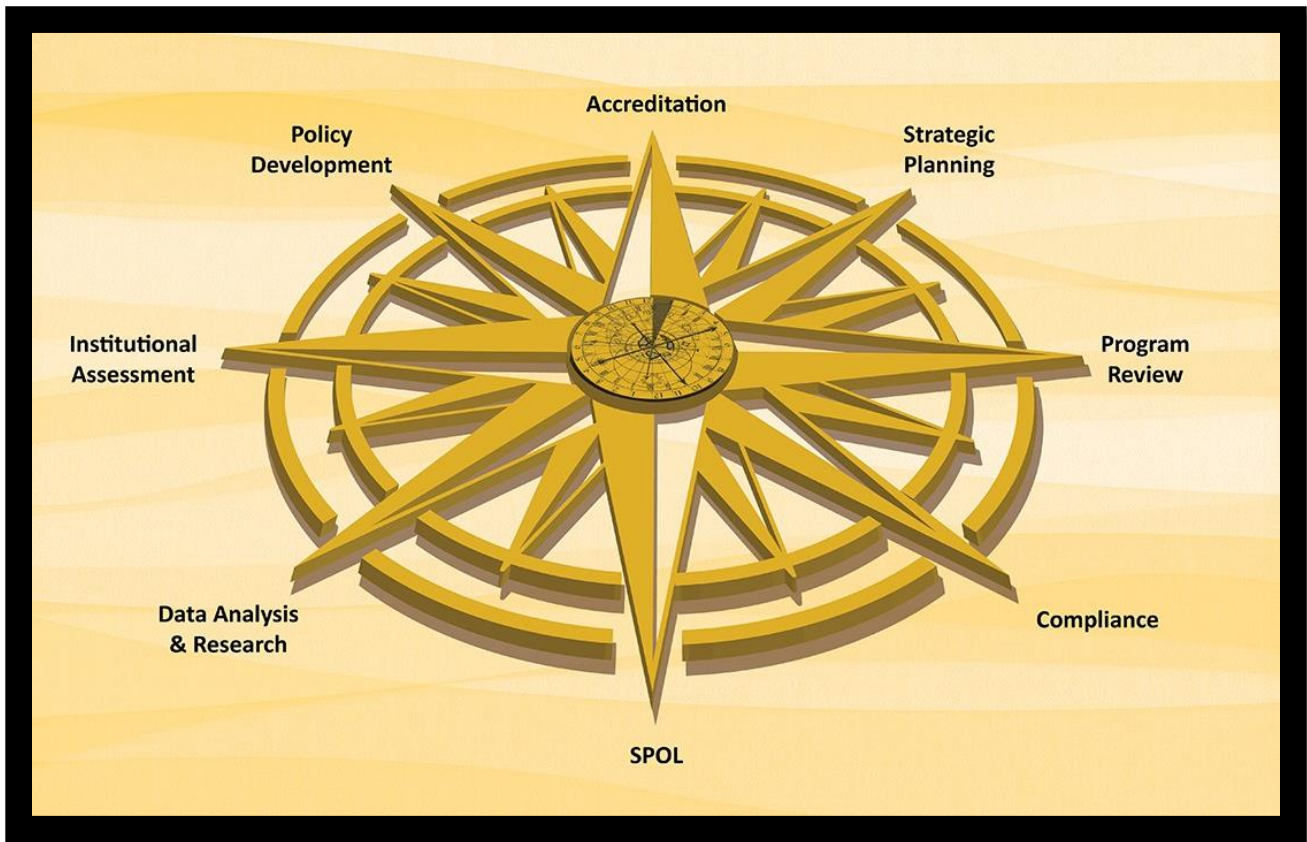


THREE RIVERS COLLEGE

Office of Institutional Effectiveness



College-wide Outcomes Assessment Report

2019

Introduction

All members of the Three Rivers College faculty who teach General Education Courses are responsible for the assessment of their courses depending on the selection in a given semester. The faculty researched, created, and adopted four college-wide outcomes. General Education Courses are assessed through the College-wide Outcomes in an effort to improve student learning across all programs at the institution.

The findings from these assessments are collected and aggregated by the Office of Institutional Effectiveness. The data are then shared for further analysis with the Student Learning Improvement Committee (SLIC), the Faculty Executive Committee and the faculty-at-large. This 2019 College-wide Outcomes Assessment Report includes the findings and executive summaries.

General Education Course outcomes data provides a basis that may help to improve student learning at the institution. The following collection methodology provides an overall portrait of student learning at the institution.

The College-wide Learning Outcomes are:

- **Communication Fluency** – The student will effectively communicate ideas that are clear and coherent.
- **Critical Thinking** – The student will analyze evidence and assumptions to formulate informed judgments and solutions.
- **Cultural Awareness** – The student will identify and analyze one's own culture, the culture of others, and examine the relationship and interactions among different cultures.
- **Information Literacy** – The student will access and use information from multiple sources while evaluating their accuracy and credibility.

As a result of participating in the Higher Learning Commission (HLC), Assessment Academy, members of the Three Rivers College HLC Assessment Academy Team developed an assessment cycle with a timeline for college-wide assessment and identified the responsible party for each step of the process. This process was approved and adopted by the faculty-at-large.

Assessment Design & Methodology

For the purpose of college-wide outcomes assessment, the courses used in the collection are from the general education curriculum. Those courses are listed below:

ARTS 123 – History and Appreciation of Art	HIST 112 – American History since 1877
BIOL 100 – Survey of Biology	HIST 121 – World Civilization to the Renaissance
BIOL 101 – General Biology	HIST 122 – World Civilization since the Renaissance
BIOL 102 – Environmental Science	MATH 161 – Mathematical Reasoning and Modeling
BIOL 110 – Human Biology	MATH 163 – College Algebra for Calculus
BIOL 190 – Biology for Majors	MUSC 123 – History and Appreciation of Music
BIOL 231 – Anatomy and Physiology I	MUSC 141 – Theory I, Harmony
CHEM 111 – Introductory Chemistry	MUSC 221 – Music Literature I
CHEM 121 – General Chemistry I	MUSC 222 – Music Literature II
ECON 211 – Principles of Macroeconomics	PHIL 200 – Introduction to Philosophy
ECON 212 – Principles of Microeconomics	PHIL 233 – Ethics
ENGL 111 – College Writing	PHIL 243 – Religions of the World
ENGL 112 – Advanced College Writing	PHYS 100 – Survey of Physics
ENGL 210 – Introduction to Literature	PHYS 101 – Physical Science
ENGL 221 – World Literature to 1600	PHYS 211 – General Physics I
ENGL 222 – World Literature since 1600	PSYC 111 – General Psychology
ENGL 231 – English Literature to 1798	PSYC 243 – Human Development Across the Life Span
ENGL 232 – English Literature since 1798	SCOM 110 – Public Speaking
ENGL 241 – American Literature to 1870	SOCI 111 – General Sociology
ENGL 242 – American Literature since 1870	SPAN 101 – Elementary Spanish I
GOVT 121 – National and State Government	SPAN 102 – Elementary Spanish II
GOVT 233 – International Relations	THEA 120 – History and Appreciation of Theatre
HIST 111 – American History to 1877	THEA 122 – History and Appreciation of Film

NOTE: Students may have been assessed in multiple courses because a student's performance in one course may be different than the same student's performance in another course and that data has value to this evaluation. Thus, the total number of students could be a duplicated headcount.

College-wide Outcomes Assessment Cycle

The assessment cycle allows the institution to take a focused approach to the College-wide Outcomes and for the faculty to be intentional in their efforts to improve student learning across the institution.

The diagrams that follow provide more specific details of what occurs in each phase of the cycle.

Collection Phase		
Task	Timeline	Organizer(s)
Course Selection	May/December of Previous Semester	Department Chairs & Office of Institutional Effectiveness
Inform Faculty	May/December of Previous Semester	Department Chairs
Rubric Norming	FT- Faculty: Convocation Week PT – Faculty: 2 nd – 3 rd Week of Semester	Faculty & Office of Institutional Effectiveness
Data Collection Link Email	Immediately after Norming Session	Office of Institutional Effectiveness
Data Collection	Due last day of Finals	Faculty
Faculty Debrief	Embedded in Assessment Link	Faculty, Office of Institutional Effectiveness, Department Chairs, Student Learning Improvement Committee
Analysis Phase		
Task	Timeline	Organizer(s)
Data given to Student Learning Improvement Committee (SLIC)	September/February	Office of Institutional Effectiveness
Student Learning Improvement Committee (SLIC) (Results Discussion)	September/February	Student Learning Improvement Committee (SLIC)
Student Learning Improvement Committee (SLIC) Meeting (Use of Results Recommendations)	October/March	Student Learning Improvement Committee (SLIC)
Summary Report of Findings for Faculty Executive Committee	October/March	Student Learning Improvement Committee (SLIC)
Report out Findings/ Recommendations to Faculty-at- Large	October/March Faculty Meeting(s)	Student Learning Improvement Committee (SLIC) & Faculty Executive Committee
Identify Areas of Improvement/provide recommendation to Department Chairs	May/December	Departments
Data given to Student Learning Improvement Committee (SLIC)	September/February	Office of Institutional Effectiveness
Implementation Phase		
Task	Timeline	Organizer(s)
Department Meeting with Results and Discussion	September/February	Departmental
Action Plan Implementation Review (From Previous Semester)	Convocation	Departmental
Go Forth and Conquer (contact affected adjuncts, training, SPOL, Curriculum, etc.)	Throughout Semester	Departmental
Executive Summary of Action Plans (Final Progress Report)	November/April	Department Chair
Faculty Executive Committee presents a synthesis of previous semester's implementation to faculty at large.	December/May Faculty Meetings	Faculty Executive Committee
Department Meeting with Results and Discussion	September/February	Departmental
Action Plan Implementation Review (From Previous Semester)	Convocation	Departmental

Course Selection by College-Wide Outcome for 2019

	Spring 2019		Fall 2019	
	Cultural Awareness	Information Literacy	Communication Fluency	Critical Thinking
ARTS 123 – History and Appreciation of Art				X
BIOL 101 – General Biology		X	X	
BIOL 102 – Environmental Science			X	
BIOL 110 – Human Biology		X	X	
BIOL 231 – Anatomy and Physiology I		X		X
CHEM 111 – Introductory Chemistry				X
ECON 212 – Principles of Microeconomics		X		
ENGL 111 – College Writing				X
ENGL 112 – Advanced College Writing		X		
ENGL 221 – World Literature to 1600			X	
ENGL 231 – English Literature to 1798			X	
ENGL 232 – English Literature since 1798		X		
ENGL 241 – American Literature to 1870			X	
ENGL 242 – American Literature since 1870	X			
GOVT 121 – National and State Government				X
HIST 111 – American History to 1877			X	
HIST 112 – American History since 1877	X			
HIST 122 – World Civilization since the Renaissance	X			
MATH 163 – College Algebra for Calculus		X	X	
MUSC 123 – History and Appreciation of Music		X		
MUSC 141 – Theory I, Harmony				X
PHIL 200 – Introduction to Philosophy	X			
PHIL 233 – Ethics				X
PHIL 243 – Religions of the World		X		X
PHYS 101 – Physical Science		X	X	
PSYC 111 – General Psychology		X		
PSYC 243 – Human Development Across the Life Span				X
SCOM 110 – Public Speaking			X	
SOCI 111 – General Sociology	X			X
SPAN 101 – Elementary Spanish I			X	
SPAN 102 – Elementary Spanish II	X			

Explanation of Data

To make action-oriented decisions on the data for improving student learning, it would better serve faculty to review the percentage totals of students who fell within a particular performance level within a competency area of a rubric detailing specific criteria. Viewing this data and using the rubric to review each particular criteria allows faculty to focus on the knowledge, skills, behaviors, and attitudes that can be improved.

This view of the data should not be the main focus for the purpose of improving student learning but provides a point of review when looking at the data longitudinally. All college outcomes data found in this report uses a four-point rubric model.

For clarification, the names given to the competency ranges (No Evidence, Novice, Competent, and Mastery) do not indicate a benchmark or target but allow for discussion and consistency of nomenclature. For example, the “Competent” range covers a wide quartile percentage range. This number is but a point of reference and does not indicate that all students are the same level of competent in the college-wide outcome being assessed. Instead, this competency range indicates to stakeholders the exact criteria on the rubric that requires further inquiry to identify and establish challenge areas for improving student learning specific to that criteria.

In the spring 2019 semester, the College used nomenclature in which the categories appear as: No Evidence, Novice, Competent, and Mastery. The faculty voted to change the labels of the performance labels beginning in the fall 2019 semester to eliminate confusion in norming and general understanding of assessment. The new nomenclature of the performance levels is labeled as I, II, III, and IV. The Roman numeral classification is used to show ordinal differentiation of student performance with IV indicating performance of fully accomplishing the competency described.

Key Terms and Definitions

Course Types

Hybrid

Hybrid Course is a type of course design that combines traditional face-to-face classroom time with online components for accessing or uploading coursework. A course with 1-79% of the face-to-face component replaced with an online component is considered a “hybrid” course.

Interactive Television (ITV)

Interactive Television (ITV) Course is a type of course design whereby content is delivered through television transmission. The broadcast occurs in real-time from one location and is synchronized with multiple classrooms across the service region to provide instruction at a specifically scheduled course time.

Online

Online Course is a type of course design with 80% or more of the content delivered online. An online course may have limited or no face-to-face classroom meetings; however, testing and other required meetings may occur in a traditional face-to-face setting.

Traditional/Web-Enhanced

Web-Enhanced Course is a type of course design where content is delivered in a “traditional” face-to-face classroom setting. This course type has a web component for accessing course materials such as syllabi, notes, PowerPoints, videos, etc. No replacement for face-to-face course time occurs.

Cultural Awareness

The student will identify and analyze one's own culture, the culture of others, and examine the relationship and interactions among different cultures.

	No Evidence	Novice	Competent	Mastery
Cultural Self-awareness (Understanding one's own cultural values)	Does not demonstrate an understanding of one's own cultural values and biases. (A minimal explanation of facts is not provided.)	Identifies one's own basic cultural values. (A simple fact-based recognition/summary is provided without further elaboration.)	Analyze perspectives about one's own cultural values. (Examines the origin and rationale of one's own values without making further implications.)	Assesses impact of one's own cultural values in terms of cultural integration and change. (Makes inferences about how one's own values integrate within the culture's dominant beliefs.)
Multicultural awareness (Understanding other's cultural values)	Does not demonstrate an understanding of the values of other cultures. (A minimal explanation of facts is not provided.)	Identifies the values of other cultures. (A simple fact-based recognition/summary is provided without further elaboration.)	Analyzes perspectives of values of other cultures. (Examines the origin and rationale of other cultural values without making further implications.)	Assesses impact of other cultural values within the context of other cultures. (Makes inferences about how the other cultures' values affect the dynamics within those other cultures.)
Intercultural awareness (Understanding cultural similarities and differences)	Does not demonstrate an understanding of the similarities/differences among cultural values. (A minimal explanation of facts is not provided.)	Identifies the primary similarities/differences among cultural values. (A simple fact-based recognition/summary is provided without further elaboration.)	Compares/contrasts the relationship and interactions among cultural values. (Similarities and differences are clearly identified and discussed.)	Evaluates the relationship among cultural values and assesses the possible outcomes of cultural interactions. (Make inferences and formulate rational conclusions.)

Cultural Awareness data for Spring 2019 (Total):

	No Evidence	Novice	Competent	Mastery	Total # of Students
Cultural Self-Awareness	11	74	92	82	259
	4%	29%	36%	32%	100%
Multicultural Awareness	7	62	106	77	252
	3%	25%	42%	31%	100%
Intercultural Awareness	14	82	92	71	259
	5%	32%	36%	27%	100%

Cultural Awareness data for Spring 2019 by Modality:

Face to Face	No Evidence	Novice	Competent	Mastery	Total # of Students
Cultural Self-Awareness	1	18	23	27	69
	4%	29%	36%	32%	100%
Multicultural Awareness	1	16	25	27	69
	1%	23%	36%	39%	100%
Intercultural Awareness	1	24	18	26	69
	1%	36%	26%	38%	100%
ITV	No Evidence	Novice	Competent	Mastery	Total # of Students
Cultural Self-Awareness	4	22	33	18	77
	5%	29%	43%	23%	100%
Multicultural Awareness	4	22	35	16	77
	5%	29%	45%	21%	100%
Intercultural Awareness	5	24	32	16	77
	6%	31%	42%	21%	100%
Online	No Evidence	Novice	Competent	Mastery	Total # of Students
Cultural Self-Awareness	6	34	36	37	113
	5%	30%	32%	33%	100%
Multicultural Awareness	2	24	46	34	106
	2%	23%	43%	32%	100%
Intercultural Awareness	8	34	42	29	113
	7%	30%	37%	26%	100%

Cultural Awareness: Instructor Feedback

Instructors who participated in the collection of this data, answered three questions regarding their assessment experience. The questions are:

1. What did you learn from this assessment?
2. Will you make any changes to this course because of this assessment?
3. Additional feedback:

This information is collected to gain insight into aspects of the process that we can improve in future collections and to note any trends from the faculty that may prompt additional training or discussion. The information provided by the faculty who participated in this specific collection can be found in the subsequent section.

WHAT DID YOU LEARN FROM THIS ASSESSMENT?

Cultural Awareness: Spring 2019 Instructor Responses

1	Online students who complete this assessment tend to be more advanced overall than their face-to-face counterparts.
2	Students need more exposure to cultural awareness at lower-level classes so that they can get deeper into the subject in the upper-level classes.
3	N/a
4	It was interesting to see how many of our issues today socially, politically, and culturally can be traced back through time. Many of my students began to see the pattern as we moved forward in time. I think it helped them to better understand that the issues of today started long ago.
5	Although we discussed the assignment more in class, the numbers suggest that my online students did a better job of moving into the competent category. Many of many students in the face to face section were unable to go beyond fact-based recognition and did not include analysis within their essays.
6	While students are able to recognize different aspects of their cultural values, it can be difficult for them to evaluate those ideas with that of other cultural values.
7	The assignment was a good one, comparing and contrasting a holiday in the U.S. with one from a Hispanic country. I could help the depth with which students write by telling them next time to share how they or their family participate in the holiday chosen, since some didn't add these details.
8	Again, I feel this assignment was more successful than these numbers reflect. The Discussion Board responses indicated a far richer understanding of the material than the students presented in their journal entries. I do think the online students did slightly better this time, though, than they did last time. That does show improvement.
9	I believe that the assessment tool does not effectively measure the results of this activity. In class we had a very robust conversation and I felt certain that the students understood the ideas. However, when they completed their written work, they had a tendency to drift off-topic. My main take-away is that I need to revise the journal prompt to more specifically assess for these elements.
10	Most of my students have limited contact and interaction with people of other religions other than their own. The writing assignment did offer students the opportunity to write papers on leaders of other religions in addition to their own religion.
11	I learned that what we are mostly measuring is effort. I feel like the assessment didn't necessarily measure student intelligence or ability (or even necessarily mastery of the material), but rather the amount of effort the student was willing to put into the assignment that the assessment was based on. That being said I feel like the vast majority of the students in this group have a fair understanding of basic sociological principles and perspectives. This was an unusually good group of students--brighter and harder-working than I've had the past few semesters, so the scores would not have been this high the past few semesters.
12	I used two separate assignments to apply the Rubric here to: one toward the beginning of the semester for cultural and inter-cultural awareness and then one toward the end of the semester for multicultural awareness. By waiting until the end of the semester to complete this Rubric application, I noticed a marked increase in my student's ability to critically think about material.

WILL YOU MAKE ANY CHANGES TO THIS COURSE BECAUSE OF THIS ASSESSMENT?

Cultural Awareness: Spring 2019 Instructor Responses

1	no
2	no
3	I believe the course does what it is supposed to in terms of this assessment.
4	I will not make any major changes. I may introduce more readings and which will give the students an even broader view of the world culture.
5	I am reevaluating the common assessment as some students had difficulty in reading the provided material. We did two exercises prior to the actual writing of the essay, but many students were decided to not complete the assignment as they did not want to read the twenty pages of accompanying material.
6	No.
7	No.
8	No.
9	I am going to make this an assignment, instead of a journal entry. I think calling this a journal entry suggests they should do the same thing they do on the other journal entries, which are reader response. Thus, they don't answer the question like they should.
10	I don't feel I need to change the course, but I do need to change the instrument by which I collect information. The current journal prompt does not elicit the kinds of responses that are orally presented in class.
11	Offer options in the assignments and lectures that enhance cultural awareness and intercultural awareness and interactions.
12	Not necessarily, but I was planning on updating and refreshing some of my material anyway!
13	It would be much easier to apply this Rubric to one assignment rather than two assignments. I may consider creating an assignment toward the end of the semester that embodies each category of this Rubric for convenience purposes.

ADDITIONAL FEEDBACK

Cultural Awareness: Spring 2019 Instructor Responses

1	none
2	N/a
3	I have no additional input.
4	N/A
5	n/a
6	N/A
7	Good experience
8	None at this time.
9	none
10	Thank you! I am disturbed at times by the lack of basic academic skills a lot of our students possess--although they are often intelligent, they don't necessarily write well or study much. I appreciate the colleges efforts to improve the education we are providing to the students.
11	A reminder that we agreed on 950W being the class that would be used rather than the face-to-face or ITV sections.

Information Literacy

The student will access and use information from multiple sources while evaluating their accuracy and credibility.

	No Evidence	Novice	Competent	Mastery
Access information	Does not access information to accomplish the purpose of the assignment.	Accesses information that fails to contribute to the purpose of the assignment.	Accesses information to accomplish the purpose of the assignment.	Accesses additional information to enhance the purpose of the assignment.
Use information appropriately to accomplish a specific purpose.	Does not use the required sources to accomplish the purpose of the assignment.	Uses the required sources appropriately, but fails to accomplish the purpose of the assignment.	Uses the required sources appropriately to accomplish the purpose of the assignment.	Uses the required sources appropriately to accomplish the purpose of the assignment and makes further inferences/implications.
Evaluate information and sources critically	Does not evaluate information and fails to assess the accuracy, authority, and timeliness.	Evaluates information, but fails to assess accuracy and/or authority and/or timeliness.	Evaluates information to assess accuracy, authority, and timeliness.	Evaluates information to assess accuracy, authority, and timeliness and makes further inferences/implications.

Information Literacy data for Spring 2019 (Total):

	No Evidence	Novice	Competent	Mastery	Total # of Students
Access information	38	63	227	154	482
	8%	13%	47%	32%	100%
Use information appropriately to accomplish a specific purpose	42	66	196	178	482
	9%	14%	41%	37%	100%
Evaluate information and sources critically	65	100	175	142	482
	13%	21%	36%	29%	100%

Information Literacy data for Spring 2019 by Modality:

Face to Face	No Evidence	Novice	Competent	Mastery	Total # of Students
Access information	15	30	111	121	277
	5%	11%	40%	44%	100%
Use information appropriately to accomplish a specific purpose	13	36	120	108	277
	5%	13%	43%	39%	100%
Evaluate information and sources critically	33	55	100	89	277
	12%	20%	36%	32%	100%
ITV	No Evidence	Novice	Competent	Mastery	Total # of Students
Access information	0	0	18	4	22
	0%	0%	82%	18%	100%
Use information appropriately to accomplish a specific purpose	0	4	14	4	22
	0%	18%	64%	18%	100%
Evaluate information and sources critically	0	4	14	4	22
	0%	18%	64%	18%	100%
Online	No Evidence	Novice	Competent	Mastery	Total # of Students
Access information	23	33	98	29	183
	13%	18%	54%	16%	100%
Use information appropriately to accomplish a specific purpose	29	26	62	66	183
	16%	14%	34%	36%	100%
Evaluate information and sources critically	32	41	61	49	183
	17%	22%	33%	27%	100%

Information Literacy: Instructor Feedback

Instructors who participated in the collection of this data, answered three questions regarding their assessment experience. The questions are:

1. What did you learn from this assessment?
2. Will you make any changes to this course because of this assessment?
3. Additional feedback:

This information is collected to gain insight into aspects of the process that we can improve in future collections and to note any trends from the faculty that may prompt additional training or discussion. The information provided by the faculty who participated in this specific collection can be found in the subsequent section.

WHAT DID YOU LEARN FROM THIS ASSESSMENT?

Information Literacy: Spring 2019 Instructor Responses

1	We should do more to train students how to find, apply, and evaluate information.
2	I am not giving the students enough information regarding quality sources of information.
3	I've only collected Cultural Literacy for my classes.
4	That a student's performance is highly effected by the amount of guidance the instructor gives for accomplishing the goal.
5	More specific directions need to be given about how to use the information with more instruction concerning what a line of best fit is and how it can be used to make predictions.
6	APA style seems to be difficult for them to follow. I find that 14 of 27 didnt turn in the assignment. While accessing the information was at best novice, they were able to accomplish the information accurately. Few showed mastery in this exercise
7	New freshman students need extra support encouragement and closser follow up to make sure they understand tasks.
8	if a rubric is provided the performance on the assignment is much better
9	that students perform better when a rubric on what is expected is given to them
10	I learned that if students are provided with a rubric on what is expected their performance is much improved

WILL YOU MAKE ANY CHANGES TO THIS COURSE BECAUSE OF THIS ASSESSMENT?

Information Literacy: Spring 2019 Instructor Responses

1	No.
2	I will work to better develop the information delivery regarding evaluating the quality of the source of information.
3	No
4	No
5	I will give examples of how to appropriately complete the assignment next semester to enable to the students to be more successful in completing the task.
6	I would like to look at adding additional problems to look at that lead up to this project. This project is also currently completed too early in the semester. There would be time to expand on the instruction over the entire course and then have this as a final project which I believe would help solidify the concept.
7	If my department head will allow but she tends to like this assignment. This is only my second time teaching this class online.
8	Yes more attention to in class activities and follow up
9	I will show examples of low, medium, and high performance so students can see what the need to strive for
10	I will go over examples of low, medium, and high performance levels on the activity
11	I will go through samples of low, medium, and high performance before I give the assignment

ADDITIONAL FEEDBACK

Information Literacy: Spring 2019 Instructor Responses

1	I feel that this assessment would be more reliable if it were carried out by an objective 3rd party, by means of a standard assignment across all participating classes.
2	New students require extra help in developing study habits and follow up on their comprehension of what they have read. Additional in class questions and quiz to check level of understanding.
3	this lesson went very well
4	This assignment and responses went very well
5	I was pleased with the response on the assignment

THREE RIVERS COLLEGE

Student Learning Improvement Committee (SLIC)

Executive Summary Report

**College-wide Outcomes Assessment Data:
Cultural Awareness and Information Literacy**

Spring 2019

Purpose Statement

The purpose of this Executive Summary is for the Three Rivers College, Student Learning Improvement Committee (SLIC) to provide the Faculty Executive Committee with an analysis and feedback of the college-wide outcomes data. The Faculty Executive Committee makes recommendations to the academic departments toward the improvement of student learning based on the (SLIC) feedback in this report. This report includes the analysis from the Three Rivers College, Student Learning Improvement Committee (SLIC) on institution-wide learning outcomes data from the spring semester of 2019 for the college learning outcomes of Cultural Awareness and Information Literacy. Students were assessed in various general education disciplines in several course sections covering all modalities.

Introduction

The Student Learning Improvement Committee (SLIC) is a standing committee of the faculty whose purpose is to provide review, analysis, and feedback on the results from the student learning outcomes assessment processes under the leadership of the Chief Academic Officer in concert with the Office of Institutional Effectiveness. The duties of this committee include the coordination and promotion of student learning outcomes assessment for the purpose of improving student learning of general education, specific programs, and the curriculum as a whole. SLIC ensures that these activities are used to improve learning and to provide feedback to faculty on ways to improve student learning and increase student success. Additionally, the committee serves as a faculty peer panel to review and provide feedback on assessment results and learning improvement initiatives.

As tasked, the Student Learning Improvement Committee (SLIC) reviewed the past two semesters worth of college-wide SLO data. The data is aggregated by fiscal year and a total sample collection for two of the four college outcomes of Cultural Awareness and Information Literacy. The findings, analysis, and feedback provided by SLIC are found in this report intended to guide the Faculty Executive Committee in recommending to the academic departments the need for initiatives and projects to improve student learning college-wide.

Analysis and Feedback for Improvement of Cultural Awareness

During the spring semester of 2019 a total of 7 courses were selected to assess Cultural Awareness in 15 sections across all modalities; face to face, online, and ITV. A duplicated total of 259 students were assessed. All courses selected for the assessment collection were 16-weeks in length. From the results of the SLO data in the tables herein, it is evidenced that 32% ($n=82$) of students scored in the mastery criteria range, 36% ($n=92$) of students scored in the competent criteria range, 29% ($n=74$) of students scored in the novice criteria range, and 4% ($n=11$) scored in the no evidence criteria range for Cultural Self-Awareness. For the competency area of Multicultural Awareness, 31% ($n=77$) of students scored in the mastery criteria range while 42% ($n=106$) of students scored in the competent criteria range. Thus, 25% ($n=62$) of students scored in the novice criteria range, and 3% ($n=7$) of students scored in the no evidence criteria range for Multicultural Awareness. In the competency area of Intercultural Awareness, 27% ($n=71$) of students scored in the mastery criteria range while 36% ($n=92$) of students scored in the competent criteria range, 32% ($n=82$) of students scored in the novice criteria range, and 5% ($n=14$) of students scored in the no evidence criteria range.

Additional data is provided by modality. The modality indicated the highest percentage of students within the mastery criteria area of Cultural Self-Awareness, Multicultural Awareness, and Intercultural Awareness was the face to face modality. The lowest percentage of students scoring in the mastery criteria range for Cultural Self-Awareness, Multicultural Awareness, and Intercultural awareness was within the ITV modality.

The Student Learning Improvement Committee (SLIC) provided analysis and feedback regarding the aggregated assessment data for Cultural Awareness. Each member of SLIC is asked to provide feedback through a series of questions regarding specific performance-level criteria within the rubrics, modality, semester length, and their overall impression of the data in an effort to improve student learning and give the faculty-at-

large points of information worth investigating further when making action plans and implementing interventions for improvement.

Members of SLIC were given worksheets to provide their own feedback regarding the data presented and their analysis of the current state of learning. Their feedback responses can be found below.

“Put simply, students are not culturally aware. The number of students in the No Evidence and Novice categories equals (or nearly does) those in the Competent and Mastery categories. Many students cannot perform the task. However, it appears that the problem may actually be in the level of thinking. The jumps to analysis and evaluation may be beyond what students are used to doing. One wonders if students are not culturally aware or are they unable to get past the basics levels of Bloom’s taxonomy, or is it some combination of both?”

“Students can, for the most part, identify their own cultural values, but many are unable to analyze perspectives about their own values. They do better at analyzing and assessing other people’s cultures than their own.”

“The numbers are trending up in the face-to-face and ITV courses. But in the online courses, the numbers drop more into the novice category. So are the instructors for the online courses using as much rigor as the face-to-face and ITV instructors? What artifacts are being used, and is grading consistent? The students are learning but these questions will help to guide the instructors.”

“There is a noticeably high proportion of students in the novice column, indicating an ability to identify cultural traits, but lacking the ability to analyze them. Additionally, multicultural awareness seems to be more difficult for ITV courses.”

Next, members of SLIC were asked to provide their own feedback regarding the process by which the institution should continue to move students further right across the competency criteria thereby improving overall student learning. Their feedback responses can be found below.

“Students need more opportunities to practice higher order thinking skills. Instructors need to make sure they are modeling and encouraging analysis and evaluation. Instructors can offer shorter, simpler versions of the assessment earlier in the semester and give students tools to help them analyze and evaluate. That way, when students get to the assessment for data collection, they will have had some practice and may perform better.”

“More exposure to perspectives unlike their own—challenge students to read diversely. Also, share the rubric with them so that have a better understanding of what is expected for the assignment.”

“Increase rigor in online courses, use a rubric for consistent grading, use the same artifact, ensure that all instructors understand the cultural awareness rubric”

“Greater emphasis or explanation on analyzing cultural traits and why they exist seems like it would provide the greatest improvement. Depending on the assignment used, possible ideas include using an example from anthropological or sociological research or literature (possibly as an ungraded assignment to be followed by in-class discussion) and a group activity identifying and analyzing cultural traits of others. A survey at the end of the course asking students what they specifically thought was difficult in the assignment may also provide information on what aspects of explaining the assignment could be improved.”

Analysis and Feedback for Improvement of Information Literacy

During 2019, a total of 11 courses were selected to assess Information Literacy in 22 sections across the face to face, online, and ITV modalities. A duplicated total of 482 students were assessed over the spring semester. All courses selected for assessment during the spring 2019 semester were 16-week in length.

The Information Literacy rubric involves three criteria; access information, use information appropriately to accomplish a specific purpose, and evaluate information and sources critically. Of the 482 students who were assessed for the competency area of accessing information, 32% ($n=154$) scored in the mastery criteria range, 47% ($n=227$) of students scored in the competent criteria range, 13% ($n=63$) of students scored in the novice criteria range, and 8% ($n=38$) of students scored in the no evidence criteria range. Additionally, 37% ($n=178$) of the same students scored in the mastery criteria range for using information appropriately to accomplish a specific purpose and 41% ($n=196$) of students scored in the competent criteria range. Thus, 14% ($n=66$) of students scored in the novice criteria range, and 9% ($n=42$) scored in the no evidence criteria range. These same students were assessed in the competency area of evaluating information and sources critically. Of the 482 students, 29% ($n=142$) scored in the mastery performance level, 36% ($n=175$) of students scored in the competent performance level, while 21% ($n=100$) of students scored in the novice performance level and 13% ($n=65$) of students scored in the no evidence criteria level.

Students were assessed in all three modalities for Information Literacy. 277 students were captured in the face to face modality. 183 students were evaluated in the online modality. The ITV modality had a sample size of 22 students. A larger percentage of students who were assessed in the face to face modality scored in the mastery column than those in the ITV or Online modalities for accessing information. This remains consistent with the remaining two competency areas of the rubric; using information appropriately to accomplish a specific purpose and evaluating information and sources critically.

The Student Learning Improvement Committee (SLIC) provided analysis and feedback regarding the aggregated assessment data for the college-wide outcome; Information Literacy. Each member of SLIC is asked to provide feedback through a series of questions regarding specific performance-level criteria within the rubrics, modality, semester length, and their overall impression of the data in an effort to improve student learning and give the faculty-at-large points of information worth investigating further when making action plans and implementing interventions for improvement.

Members of SLIC were given worksheets to provide their own feedback regarding the data presented and their analysis of the current state of learning. Their feedback responses can be found below.

“The most problematic area seems to be evaluating information and sources critically. The online course also seems to have more trouble compared to face-to-face and ITV courses.”

“A surprisingly large number show no evidence of having accessed the information at all. It would be nice to know if these numbers only include those students who completed the artifact assignment, or if some instructors included students who did not participate at all. How would a student complete the assignment yet fail to access the information pertinent to the assignment?”

“Students are learning better in the ITV courses, and developing good skills for research. Face-to-face and online students are learning, but not like the ITV; what is different?”

“Library improvements, critical thinking piece is critical to students being able to evaluate.”

“Students performed fairly well in information literacy. Nearly ½ of the students were competent in the first competency of accessing information to accomplish the purpose of the assignment. The students seemed to have problems assessing the

accuracy, authority, and timeliness of sources. This is something I have seen in my classes, so I am not surprised by the data.”

Next, members of SLIC were asked to provide their own feedback regarding the process by which the institution should continue to move students further right across the competency criteria thereby improving overall student learning. Their feedback responses can be found below.

“Greater emphasis or explanation on critically thinking about information and drawing conclusions seems like it would provide the greatest improvement. Depending on the assignment used, possible ideas include using an example from research or literature (possibly as an ungraded assignment to be followed by in-class discussion) and links to online resources for critical evaluation. A survey at the end of the course asking students what they specifically thought was difficult in the assignment may also provide information on what aspects of explaining the assignment could be improved.”

“For “using information appropriately to accomplish a specific purpose,” this is all about making sure students make logical connections between their thesis and the source(s), and that they properly cite those sources. Otherwise, they are not “using” the sources to “accomplish the purpose of the assignment,” no matter how good the rest of their writing may be.”

“[Improve] the critical thinking pieces for overall student learning.”

“Ensure instructions are clear for the sources (i.e. last 5 years, peer-reviewed, etc.), ensure same rigor in all modalities; ITV increased greatly (this is probably due to the attention that has been given with the creation of the ITV Task force, use of artifact with clear instructions, ensure all instructors understand the information literacy rubric.”

“One thing that could help is if everyone used the same language to describe the process of evaluation. Whether we use the CRAAP test or the STAR test, if we all

use the same acronym across the board, students will become more familiar with the thought process behind making those evaluations.

Students also need additional practice opportunities. Teach the CRAAP/STAR test early in the semester and then offer practice in each unit so that by the time the assessment comes around, students will perform better. This is something that everyone could do, regardless of discipline. We need to make this a college-wide effort since we are evaluating this outcome college-wide.”

Summary of Findings

Cultural Awareness

After analysis and review of the data presented from the spring semester of 2019, it is evident students who were assessed in the area of Cultural Awareness continue to struggle with evaluation and application of knowledge. Candidly, there has not been a significant improvement in student learning as it pertains to criteria and the college-wide outcome of Cultural Awareness. While the weighted average scores fall in the “competent” range for the criteria, students are on the lower end of that range.

Based on the feedback from the members of the SLIC, it is imperative that members of the faculty consider the following aspects within each course of the curriculum: emphasis of cultural awareness as it relates to the course discipline, the rigor of artifacts used for the purpose of the assessment, consistency in the application of evaluative tools such as the rubric, consistency within each section of a given course when choosing an assignment or artifact for the purpose of evaluation, and the level to which students are afforded learning opportunities that incorporate cultural awareness within their respective courses.

Information Literacy

The analysis of the assessment data of Information Literacy from spring 2019 show a similar pattern from previous collections and study. Students have an ability to access information at a higher level than any other criteria area within the rubric. However, the application or ability to use the information for a specific purpose and the critical evaluation of those sources and information continues to be a challenge for our students regardless of modality or semester length. There has not been significant improvement of student learning in the area of information literacy to date.

Communication Fluency

The student will effectively communicate ideas that are clear and coherent.

	No Evidence	Novice	Competent	Mastery
Clarity of Ideas	Ideas are not supported with accurate details relevant to the topic.	Ideas are partially supported without regard for accuracy or relevancy to the topic.	With few exceptions, ideas are supported with accurate details relevant to the topic.	Ideas are fully supported with accurate and credible details relevant to the topic.
Coherent Organization	Does not use a pattern of reasoning that communicates consistency and relevancy to the ideas presented.	Uses a pattern of reasoning that lacks consistency and relevancy to the ideas presented.	With few exceptions, uses a pattern of reasoning that is consistent and relevant to the ideas presented.	Uses a pattern of reasoning that is fully consistent and relevant to the ideas presented.
Effective Communication	The purpose or effect of the idea is not apparent.	The purpose or effect of the idea is vague or unclear.	The purpose or effect of the idea can be discerned.	The purpose or effect of the idea is easily understood and clearly conveyed.

Communication Fluency data for Fall 2019 (Total):

	No Evidence	Novice	Competent	Mastery	Total # of Students
Clarity of Ideas	24	108	236	264	632
	4%	17%	37%	42%	100%
Coherent Organization	29	96	278	229	632
	5%	15%	44%	36%	100%
Effective Communication	27	90	265	250	632
	4%	14%	42%	40%	100%

Communication Fluency data for Fall 2019 by Modality:

Face to Face	No Evidence	Novice	Competent	Mastery	Total # of Students
Clarity of Ideas	10	58	141	154	363
	3%	16%	39%	42%	100%
Coherent Organization	10	43	176	134	363
	3%	12%	48%	37%	100%
Effective Communication	11	56	138	158	363
	3%	15%	38%	44%	100%
ITV	No Evidence	Novice	Competent	Mastery	Total # of Students
Clarity of Ideas	4	11	17	23	55
	7%	20%	31%	42%	100%
Coherent Organization	6	13	23	13	55
	11%	24%	42%	24%	100%
Effective Communication	6	9	25	15	55
	11%	16%	45%	27%	100%
Online	No Evidence	Novice	Competent	Mastery	Total # of Students
Clarity of Ideas	9	32	49	67	157
	6%	20%	31%	43%	100%
Coherent Organization	12	31	53	61	157
	8%	20%	34%	39%	100%
Effective Communication	10	19	72	56	157
	6%	12%	46%	36%	100%
Hybrid	No Evidence	Novice	Competent	Mastery	Total # of Students
Clarity of Ideas	1	7	29	20	57
	2%	12%	51%	35%	100%
Coherent Organization	1	9	26	21	57
	2%	16%	46%	37%	100%
Effective Communication	0	6	30	21	57
	0%	11%	53%	37%	100%

Communication Fluency data for Fall 2019 by Semester Length:

16-Weeks	I	II	III	IV	Total # of Students
Clarity of Ideas	23	102	211	249	585
	4%	17%	36%	43%	100%
Coherent Organization	28	91	252	214	585
	5%	16%	43%	37%	100%
Effective Communication	27	88	237	233	585
	5%	15%	41%	40%	100%
8-Weeks					
8-Weeks	I	II	III	IV	Total # of Students
Clarity of Ideas	1	6	25	15	47
	2%	13%	53%	32%	100%
Coherent Organization	1	5	26	15	47
	2%	11%	55%	32%	100%
Effective Communication	0	2	28	17	47
	0%	4%	60%	36%	100%

Communication Fluency: Instructor Feedback

Instructors who participated in the collection of this data, answered three questions regarding their assessment experience. The questions are:

1. What did you learn from this assessment?
2. Will you make any changes to this course because of this assessment?
3. Additional feedback:

This information is collected to gain insight into aspects of the process that we can improve in future collections and to note any trends from the faculty that may prompt additional training or discussion. The information provided by the faculty who participated in this specific collection can be found in the subsequent section.

What did you learn from this assessment?

I learned how important data collecting and assessment are. I will work to ensure our data assessment at TRC is reliable.

That students may need a more intensive experience in College Writing. Instead of simply preparing them to write academic essays, we may need to put more emphasis on how they are presenting their ideas, not just the technical execution.

The students that tried the assessment did not do to bad. I could not get the majority to work on this.

Having completed this college-wide rubric for the first time, I was interested to see that the students are able to access the information, but that they are not able to make any additional inferences or go beyond the structure of the assignment to access additional information.

My hybrid students tend to do a bit worse in terms of their development. This may have something to do with the fact they have fewer weeks to complete the assignment (since this is an 8-week instead of a 16-week course).

This assessment demonstrated that students in this course have the ability to compose a coherent, organized, and developed research paper on a focused topic.

The communication numbers for this assessment seem to be fairly stable. Students do well in providing well-written papers at this point in their college careers.

This is the first semester of this assessment after the initial phase of the redesign. The assessment numbers were very encouraging in terms of communication. However, the prompt itself needs more work because, although the papers were well-written, several of them were off-topic based upon the prompt. I am confident that there is plenty of information about *how* to craft this paper, but more guidance needs to be provided about *what* the paper should say.

The results were not surprising. The majority of students tend to float between the novice and competent areas, which is evident in their work.

I learned or believe that the requirements for the course and for the assignments that we used in the assessment (not knowing that they would be in the assessment) influenced the Mastery and Competent level of most of the students, since they knew that was how to get the grade. I learned that I can teach two different groups of students the very same material in nearly/exactly the same way and yet have a different outcome in the different community of learners. As a department, we all decided to use the Informative Speech to complete the assessment (after I had looked into the Persuasive Speech Rubrics for a few of the students). They said I could use either one, but I thought it better to use the same as the others that I talked to, at least. It was much more difficult to assess the Persuasive anyway since it involved not only the steps in the Informative Speech, but also Monroe's Motivated Sequence, which is a more difficult organizational pattern for the students to successfully complete (although many of my students did a very good job with the MMS). I believe in the Informative and the MMS persuasive speech, the students did well as a whole getting their point or purpose across to the class. Most of them made sure it was easily understood and clearly conveyed. Finally, I learned that I will want to emphasize even more the importance of clearly relating their ideas to the source material that they choose to support their ideas from the very first Informative Speech.

My word limit was probably too low and some of the assignment wording was too restrictive.

Based on past results, changes made to the online delivery of the artifact seemed to improve student performance somewhat by giving them a better idea of what was expected.

What did you learn from this assessment?

I used this assessment three times and the students did not take the suggestions to improve the project after the first time it was graded. The grades went down because no improvement was shown from the first to the second to the third time it was graded.

Students were able to find the information asked, however their ability to convey what they found was limited. Students need more practice explaining their thought processes.

What did you learn from this assessment?

For true communication fluency, there should be some sort of ENGL prereq for the course. The students didn't struggle with the science, but rather the punctuation, grammar, and spelling that is needed for writing.

It is important to include assignments which challenge the student to apply the knowledge presented and express the ideas learned in a coherent and logical way.

Even though provided directions to what constituted an essay several students seem to still see the question prompts as strictly question-answer format.

students are adept at understanding the concepts and what they have to do. Some students struggle organizing information and communicating results. Overall the majority of students understood the problem and little to no trouble completing the assignment.

This entire assignment is being revamped. Students either complete the assignment or don't do it at all.

From this assessment, I realized that as students are developing their presentations I need to encourage rich descriptions and being more specific in their writing.

I learned that the students are communicating well. I just need to make sure that I am doing a better job of communicating to them.

I learned that I need to explain the assignment better. It is important for the student to understand exactly what they are doing.

This collection of students is generally a sharp and dedicated class, with a handful who are less academically-focused. These scores are generally what I would expect in public speaking, although the organization criterion is lower than I would like to see. Usually it is organization that scores lower than the others, and I do stress organization heavily in the class. As I have mentioned in my comments for other sections of this class, organization can be more challenging for oral communication students because they have to communicate the organization with their spoken words rather than relying on written organizational triggers (paragraphs, punctuation, etc.) This is often a new and challenging variable for students, and I continue to stress it.

These scores are what I would generally expect from this point in the class. Students have had several opportunities to work on and hone these basic skills of speech construction and delivery, and the scores reflect the amount of mastery I would expect from an introductory speech class. This collection of students is very animated, talkative, and supportive of one another as well, and I think this probably helps to increase learning and performance. I really try to create a relaxed and interactive atmosphere in my face to face public speaking classes, and this class in particular has really embraced that vibe.

What did you learn from this assessment?

This class scored quite a bit lower on organization than my other classes, and I am not quite sure why this is. It is an early morning class, but the class still seems largely engaged. Organization is consistently the criterion that students struggle the most with in public speaking, as it is somewhat of a new approach that is taught, because students have to communicate organizational structure with their spoken words, unlike in a written assignment in which punctuation, sentence structure, and paragraphing are more heavily relied upon to communicate organization. Still, these scores are lower than usual.

This online course was delivered in 8 weeks, and I think that this is part of the reason that these scores are a bit higher than in my 16 week courses. Although the workload is much more intense for the students, I would like to think that the constant attention to the course and the lack of an opportunity for life to get in their way resulted in better attention to assignment requirements and to a more consistent attention to the class. The course also had 5 high school students in it, and those students are top scholars to begin with, and they generally produce stronger scores on assignments. I also think it is interesting that although we have built a solid online course, these students still don't have the benefit of the kinds of instruction and interaction that often occur in a classroom. Still the scores are comparable to my seated sections of public speaking, perhaps even a bit better.

A lot of work must have been used to design this assessment. I learned that my course is on the right track to effectively improve a students development in the area of communication fluency. I take the development of that skill seriously.

How a question is worded can dictate the level of response you receive from a student.

Student were good at communicating results and steps of problem

Students I had in class were very good about communicating what they found

nothing new

I believe I need to explain the assignment a little better.

Will you make any changes to this course because of this assessment?

Nothing this time around. The results are typical.

No (x5 responses)

Not to the course but need to think of a better way to get students to work it.

At some point, I would like to create a section in the course in which students can watch videos on information literacy and how to better evaluate sources.

At some point, I would like to create a section in the course in which students can watch videos on information literacy and how to better evaluate sources.

Additional Feedback:

Critical Thinking

The student will effectively communicate ideas that are clear and coherent.

	No Evidence	Novice	Competent	Mastery
Analyze Evidence	Relevance and credibility of evidence are not established.	Recognizes relevant evidence but fails to establish credibility.	Analyzes relevant evidence and its credibility.	Evaluates relevant evidence and its credibility.
Analyze Assumptions	Assumptions are not identified.	Recognizes relevant assumptions.	Analyzes relevant assumptions.	Evaluates relevant assumptions.
Formulate Judgments & Solutions	Judgments and solutions are not formulated.	Formulates judgments and solutions.	Formulates and articulates reasons for judgments and solutions.	Formulates, articulates reasons for, and recognizes potential consequences of judgments and solutions.

Critical Thinking data for Fall 2019 (Total):

	I	II	III	IV	Total # of Students
Analyze Evidence	46	108	179	199	532
	9%	20%	34%	37%	100%
Analyze Assumptions	52	115	184	181	532
	10%	22%	35%	34%	100%
Formulate Judgments and Solutions	63	119	188	162	532
	12%	22%	35%	30%	100%

Critical Thinking data for Fall 2019 by Modality:

Face to Face	No Evidence	Novice	Competent	Mastery	Total # of Students
Analyze Evidence	32	78	130	145	385
	8%	20%	34%	38%	100%
Analyze Assumptions	40	82	131	132	385
	10%	21%	34%	34%	100%
Formulate Judgments and Solutions	47	87	135	116	385
	12%	23%	35%	30%	100%
ITV	No Evidence	Novice	Competent	Mastery	Total # of Students
Analyze Evidence	0	9	22	6	37
	0%	24%	59%	16%	100%
Analyze Assumptions	0	9	22	6	37
	0%	24%	59%	16%	100%
Formulate Judgments and Solutions	2	10	19	6	37
	5%	27%	51%	16%	100%
Online	No Evidence	Novice	Competent	Mastery	Total # of Students
Analyze Evidence	14	21	27	48	110
	13%	19%	25%	44%	100%
Analyze Assumptions	12	24	31	43	110
	11%	22%	28%	39%	100%
Formulate Judgments and Solutions	14	22	34	40	110
	13%	20%	31%	36%	100%

Critical Thinking data for Fall 2019 by Semester Length:

16-Weeks	No Evidence	Novice	Competent	Mastery	Total # of Students
Analyze Evidence	46	108	177	190	521
	9%	21%	34%	36%	100%
Analyze Assumptions	52	115	182	172	521
	10%	22%	35%	33%	100%
Formulate Judgments and Solutions	63	119	186	153	521
	12%	23%	36%	29%	100%
8-Weeks					
8-Weeks	No Evidence	Novice	Competent	Mastery	Total # of Students
Analyze Evidence	0	0	2	9	11
	0%	0%	18%	82%	100%
Analyze Assumptions	0	0	2	9	11
	0%	0%	18%	82%	100%
Formulate Judgments and Solutions	0	0	2	9	11
	0%	0%	18%	82%	100%

Critical Thinking: Instructor Feedback

Instructors who participated in the collection of this data, answered three questions regarding their assessment experience. The questions are:

1. What did you learn from this assessment?
2. Will you make any changes to this course because of this assessment?
3. Additional feedback:

This information is collected to gain insight into aspects of the process that we can improve in future collections and to note any trends from the faculty that may prompt additional training or discussion. The information provided by the faculty who participated in this specific collection can be found in the subsequent section.

Critical Thinking: Fall 2019 Instructor Responses

What did you learn from this assessment?

Promoting critical thinking skills in 1st year college students is difficult.

Critical Thinking remains the most elusive of our outcomes in this course.

I used this assessment on the last research essay and found that while many students succeed on the written communication and information use portions of the assessment, critical thinking is a weakness even for well performing students.

I had not really thought about the fact that while I have a reading pre-req for my course, there is no writing pre-req. So many of my students take my class in their first semester and are often still in transitional writing. I cannot do an essay for the critical thinking assignment anymore without adding a pre-req of writing. I would only be adding that pre-req specifically in order to get better essays, but that's not really what the rubric is assessing. I'm going to develop a new assessment.

Many of my students present strong analytical skills.

Online students performed well in spite of lack of face-to-face contact.

Students don't like to read.

This class is not a writing class, it's a lab that supports a writing class. No independent writing projects were completed in this course. Any data on these students is already included in another Engl 111 course that has been reported.

This course works with how to physically write more than thinking. Students are happy to find a source. I'm not sure they are aware of assumptions.

Students put sources in a paper but do not interact with them.

Many students seemed to already have firm opinions about the topic and did not do much to address both sides of the issue. This both affected their ability to analyze their assumptions and formulate judgements on the issue. A small number of students also seemed to trust sources of information that, while often accurate, were not always as trustworthy as other sources.

I learned that many students struggle with critical thinking, but that a reasonable portion have fair critical thinking skills. And it reinforced my belief that these assessments tend to measure effort more than ability, as I indicated last year when I completed an assessment on a different component. Some of the students I scored as novice on the assessment certainly had the ability to think critically, but did not put forth the effort on the assignment to show it!

Students that participate fully in the assignments and learning environment are able to reach mastery or competence. Those that do not participate fully in the instructional process will remain novice at best.

The students did very well with having more than one class period to familiarize themselves with the assignment. They were given the assignment one class period where we collected the data, the second class period we answered questions, the third class period the assignment was collected. This seemed to work very well.

Critical Thinking: Fall 2019 Instructor Responses

What did you learn from this assessment?

The students have a higher degree of success when the task is introduced with presentation of the assignment, they are given an additional class period to answer questions, then on the third class period the assignment is collected. This seems to be a good time frame to utilize.

The 8 week course has extended in class time per week, and it is extremely effective for students writing and practicing concepts under my eye.

No comment

This is a valuable experience, and it helps me to better evaluate my approach to teaching students how to write essays.

This assessment was confusing. The students seemed to either get it or not get it. There was a disruptive student in the class that distracted them during class meetings, but that should not have impacted the outcome during thinking or doing the assignment itself, which was outside of class mostly. So, I may have learned that more of what happens in class needs to translate over to the Blackboard shell.

One thing I learned from this assessment is that compared to a section that has an ENGL 008 cohort, this section was less able to be competent or master skills. In other words, the section that had an extra hour twice a week with the Instructor not only performed better as expected, but exceeded those expectations in terms of how many of the students score above novice. I also realized with this section that the emphasis on the judgments/solutions part of the assignment, which is given more emphasis during preparation for the assignment, worked as designed. The front of the car, in other words, where they did their analysis had to go where the back wheels were going (making judgments or proposing solutions). My metaphor assumes that rear-wheel drive works best in terms of design for this assignment.

On this assignment, which involved debating the cause-and-effect significance of aspects of a variety of topics or making a value judgment about some aspect of a variety of topics, I discovered that students struggle more with thinking outside the box (or walking outside the lines of the crosswalk) when it comes to hard evidence (provable facts) than when thinking about what is evidence that is more subjective. It is also worth noting that despite struggling with analyzing the evidence (showing their work) most of them were still able to propose action on a social problem or make an aesthetic, ethical, or functional judgment about somebody else's proposal.

I think I may need to be clearer on the expectations of the assignment. They are asked to analyze a developmental theory compared to their own development and many just recite facts about the theory with no comparison of their development.

Students still have problems with critical thinking when they have to formulate and articulate the credibility of data.

I think the biggest thing I learned is that students need help in formulating an opinion that is just more than an opinion. They have opinions, but when they are asked to provide evidence to support their opinions, they have trouble with that. I think I've also learned that in writing, the need for convenience (in picking sources, for instance) can sometimes make students a little lax in really working for the best possible outcome in doing assignments.

What did you learn from this assessment?

Students scored lower than I expected. Not very proficient at following directions and showing math work fully.

I decided to run the assessment on the first main attempt of analysis in the class. I gave them significant help with what I called an "Analysis Skills" document and I used a clearly biased video as the main source of information for the assignment. As a whole, I had an incredibly high number of students knock it out of the park but I still have a high number of students who are having difficulty analyzing. However, I also have to assume that a number of these "low scoring" students did not use the "Analysis Skills" document provided to them. This suggests that the majority of students in my class are capable of incorporating analysis in to there assignments when asked should they have and use the preparatory information and resources to do so.

Students need more assistance in learning to form judgments and create solutions. Perhaps more effort should be spent on creating solutions and/or brainstorming possible solutions with students to help them think more "outside the box" and look for real-world solutions to problems.

Will you make any changes to this course because of this assessment?

No. However, as the course evolves at the institutional level I hope that more emphasis is placed on the importance of critical thinking.

No. The next course in the sequence is undergoing revision focused on addressing critical thinking.

Not to this course, but the next one in the sequence is undergoing revisions aimed specifically at critical thinking.

Yes; I am eliminating essays from my F2F courses.

To foster this kind of critical thinking would rework overtake the entire course. It's a major priority shift



THREE RIVERS COLLEGE

**Student Learning Improvement Committee (SLIC)
Executive Summary Report**

**College-wide Outcomes Assessment Data:
Communication Fluency and Critical Thinking**

Fall 2019

Purpose Statement

The purpose of this Executive Summary is for the Three Rivers College, Student Learning Improvement Committee (SLIC) to provide the Faculty Executive Committee with an analysis and feedback of the college-wide outcomes data. The Faculty Executive Committee makes recommendations to the academic departments toward the improvement of student learning based on the (SLIC) feedback in this report. This report includes the analysis from the Three Rivers College Student Learning Improvement Committee (SLIC) on institution-wide learning outcomes data from the fall semester of 2019 for the college learning outcome of Communication Fluency and Critical Thinking.

Introduction

The Student Learning Improvement Committee (SLIC) is a standing committee of the faculty whose purpose is to provide review, analysis, and feedback on the results from the student learning outcomes assessment processes under the leadership of the Chief Academic Officer in concert with the Office of Institutional Effectiveness. The duties of this committee include the coordination and promotion of student learning outcomes assessment for the purpose of improving student learning of general education, specific programs, and the curriculum as a whole. SLIC ensures that these activities are used to improve learning and to provide feedback to faculty on ways to improve student learning and increase student success. Additionally, the committee serves as a faculty peer panel to review and provide feedback on assessment results and learning improvement initiatives.

As tasked, the Student Learning Improvement Committee (SLIC) reviewed the last semester of college-wide SLO data. The data is displayed by modality, semester length (if applicable) and a total sample collection for the college outcome of Communication Fluency. The findings, analysis, and feedback provided by SLIC are found in this report intended to guide the Faculty Executive Committee in recommending to the academic departments the need for initiatives and projects to improve student learning college-wide.

Analysis and Feedback for Improvement of Communication Fluency

To assess Communication Fluency during the fall semester of 2019, fourteen sections of four courses were selected in all modalities: face to face, online, and interactive television (ITV). All courses were a traditional 16-week semester length. Of these courses, 632 student assessments were collected.

Students were assessed in the three competency areas of Clarity of Ideas, Coherent Organization, and Effective Communication. The level IV performance criteria for clarity of ideas explains that the student will be able to provide *ideas that are fully supported with accurate and credible details relevant to the topic*. 37% (n=236) of students scored in the level III performance range for Clarity of Ideas with 42% (n=264) in level IV, 17% (n=108) in the level II performance range, and 4% (n=24) scoring in the lowest performance range; level I.

The highest performance level criteria for coherent organization describes the IV criteria as students being able to *use a pattern of reasoning that is fully consistent and relevant to the ideas presented*. 36% (n=229) of students scored in the IV performance level range for this competency area while 44% (n=278) scored in the III range. Additionally, 15% (n=96) of students scored in the II performance level while 5% (n=29) scored in the I performance level.

The competency area of effective communication requires students to demonstrate *the purpose or effect of the idea is easily understood and clearly conveyed* as the highest performance level criteria; noted as performance level IV. 40% (n=250) of students assessed demonstrated this ability at the IV performance level while 42% (n=265) did so at the III performance level. Also, 14% (n=90) of students scored in the II performance level while 4% (n=27) did not and scored in the I performance level. Subsequent analysis and breakdowns by modality are also included within the data with no significant variance among them.

The Student Learning Improvement Committee (SLIC) provided analysis and feedback regarding the aggregated assessment data for the above college-wide outcomes. Each member of SLIC is asked to provide feedback through a series of questions regarding specific performance-level criteria within the rubrics, modality, semester length, and their overall impression of the data in an effort to improve student learning and give the faculty-at-large points of information worth investigating further when making action plans and implementing interventions for improvement.

Members of SLIC were given worksheets to provide their own feedback regarding the data presented and their analysis of the current state of learning. Their feedback responses can be found below.

“Overall, it appears most students are able to communicate their ideas well for all types of course structures”

“It appears that students are more effective sharing ideas than they are organizing those ideas into coherent patterns. I was a bit surprised to see the students scored higher in “Effective Communication” than “Coherent Organization.” However, it is possible that since we are emphasizing the use of Grammarly in ENGL111 and ENGL112, students are pulling that reliance into their general education courses. In addition, most word processing programs include more robust spell and grammar check than they did even a few years ago. However, none of those programs can help with idea generation or organization. If the instructors are, as the comments suggest, making legitimate efforts to help students develop their ideas, then perhaps “clarity of ideas” is being addressed in class and “effective communication” is being addressed with tools. As a result, “coherent organization” becomes the area with the least obvious support. “

“Face to Face, Hybrid, 16-week, and 8-week courses have at least 80% of students rank at III and above for each category for clarity of ideas, coherent organization, and effective communication. The distribution suggests the communication fluency outcomes are being met for the courses. ITV courses rank III and above have 73% clarity of idea, 66% coherent organization, 72% effective communication. The

distribution suggests communication fluency outcomes have opportunities for improvement in the courses.

Online courses rank III and above have 77% clarity of idea, 73% coherent organization, 82% effective communication. The distribution suggest communication fluency outcomes are very close to being met. There are opportunities to improve clarity of ideas and coherent organization”

“That major changes have occurred, and learning is moving more to the right than the left. Data suggests that online or hybrid classes have better outcomes than f2f or ITV. Data suggests that some instructors are spending more time with classes in preparing them for communication, whereas others are just giving them an assignment and hoping for the best.”

Next, members of SLIC were asked to provide their own feedback regarding the process by which the institution should continue to move students further right across the competency criteria thereby improving overall student learning. Their feedback responses can be found below.

“Suggestions given in the data results reflect my suggestions.”

“When thinking about how we teach organization in composition courses, it occurs to me that we tend to rely on patterns that are connected to specific modes of writing (ex: compare and contrast, cause and effect, evaluation, argumentation, etc.) Perhaps one easy way to draw attention to the issue of organization would be to add a line into the assignment prompt indicating that the students should organize their prewriting into a specific format appropriate for that assignment. For example, in my literature course, I could add a line that says something along the lines of “Since this essay will present your position on your chosen topic, please make sure to organize your thoughts in a pattern appropriate to a position essay.” An essay prompt comparing and contrasting two different approaches to special education might include a line along the lines of “Since you will compare and contrast these two techniques, please make sure to clearly organize your response as you would in a compare and contrast essay.” Perhaps by drawing attention to

the specific organizational pattern the instructor desires, the students will be more likely to meet the requirement when assessed.”

“Because communication is important in many vocations, it is imperative that the instructors spend the time discussing the assignments and the rubric. Using a system where they start small and work into a bigger project. This provides feedback and allows them to think beyond the first assignment. Not grading the assignment several times unless you are providing feedback that will drive them to seek further resources to enhance their learning.”

“No action needed in face to Face, Hybrid, 16-week, and 8-week courses. ITV and online courses should focus on coherent organization because it was the lowest category. Reflecting Liebig’s law of the minimum, if one area is deficient, growth will be poor when all other areas are abundant.”

Analysis and Feedback for Improvement of Critical Thinking

A total of 9 courses were selected to assess Critical Thinking using 26 sections in which all modalities were assessed. A duplicated total of 532 students were assessed during the Fall 2019 semester.

The Critical Thinking rubric involves three competency areas; analyze evidence, analyze assumptions, and formulate judgments and solutions. The level IV performance criteria for analyze evidence explains that the student will be able to *evaluate relevant evidence and its credibility*. 34% (n=179) of students scored in the level III performance range for analyze evidence with 37% (n=199) in level IV, 20% (n=108) in the level II performance range, and 9% (n=46) scoring in the lowest performance range; level I.

The highest performance level criteria for analyze assumption describes the IV criteria as students being able to *evaluate relevant assumptions*. 34% (n=181) of students scored in the IV performance level range for this competency area while 35% (n=184) scored in the III range. Additionally, 22% (n=22) of students scored in the II performance level while 10% (n=52) scored in the I performance level.

The competency area of formulate judgments and solutions requires students to formulate, articulate reasons for, and recognize potential consequences for judgments and solutions as the highest performance level criteria; noted as performance level IV. 30% (n=162) of students assessed demonstrated this ability at the IV performance level while 35% (n=188) did so at the III performance level. Also, 22% (n=119) of students scored in the II performance level while 12% (n=63) did not and scored in the I performance level. Subsequent analysis and breakdowns by modality are also included within the data with no significant variance among them.

The Student Learning Improvement Committee (SLIC) provided analysis and feedback regarding the aggregated assessment data for the above college-wide outcomes. Each member of SLIC is asked to provide feedback through a series of questions regarding specific performance-level criteria within the rubrics, modality, semester length, and their

overall impression of the data in an effort to improve student learning and give the faculty-at-large points of information worth investigating further when making action plans and implementing interventions for improvement.

Members of SLIC were given worksheets to provide their own feedback regarding the data presented and their analysis of the current state of learning. Their feedback responses can be found below.

“The students appear to analyze data, and compose and present their conclusions fairly similarly across course structures. There are a notable number of students under column II for all the course structures and assessment points.”

“Essentially, the students are much more effective looking at other pieces of evidence and considering how they work or do not work in comparison with forming their own ideas. Further, the comments provided suggest that there may be a wide variety of reasons for the problem. The instructor comments are far more varied and more specific to a certain class. There does seem to be a theme that the more exposure the students have to the assignment, the better they do. Instructors who reported spreading the assignment out seemed to have better results, as do those who spend time in class specifically developing the activity. There also seems to be a theme regarding the actual writing of the artifact affecting the activity outcome.”

“The 8-week courses have at least 90% of students rank at III and above for each category for analyzing evidence, analyzing assumptions and formulating judgments and solutions. The face to face, ITV, online, and 16-week courses have at least 65 % of students rank at III and above for each category for analyzing evidence, analyzing assumptions and formulating judgments and solutions. The distribution suggests the critical thinking outcomes are not being met for the courses. There are opportunities to improve in all categories.”

“The data suggests that students need some form of CT course or definition to develop their responses to the assignment. CT is difficult to teach and in first year students it might not meet all the requirements of the rubric. There is a bigger

percentage of students in the III and IV columns, especially in the ITV courses. Where this had been one area where students fell short, they seem to be picking up well. There is some movement beyond level I and that is good. Rubric norming has been a successful part of this process and I suggest that it continue. Students want to learn, but are unclear about what critical thinking is at this point...maybe spend a little time discussing it in ACAD?"

Next, members of SLIC were asked to provide their own feedback regarding the process by which the institution should continue to move students further right across the competency criteria thereby improving overall student learning. Their feedback responses can be found below.

"More emphasis should be put toward the concept of looking at a concept for analysis without preconceptions, and to question why one has preconceptions. Many students seem to approach an analysis thinking they already have the answer, rather than looking at it objectively. Additionally, depending on the prompt, students may need some conceptual help on why data is analyzed in a particular way (for instance, how to determine if a tendency is expressed in a graph of data)."

"From the comments provided, it seems that providing specific time for the assignment, rather than overlapping the assignment with another activity, may produce stronger results. In addition, making sure to provide very clear instructions and/or prompts appears to be key. Though these comments seem like they should be self-explanatory, sometimes it is easy to become caught up in the need to assess and forget to clarify the student side of the activity. There does seem to be a reliance on written artifacts to evaluate this outcome, though several instructors mentioned this was a challenge. It might be necessary to consider how the instructor could utilize presentations or other forms of submission in order to assess critical thinking. At some point, if the collection tool itself becomes a task unto itself, then the data will be skewed by those willing to put in the time to work on the project. There also seems to be a theme indicating that students need to be pushed a bit in order to produce the critical thinking skills necessary for this outcome. Some instructors may be reluctant to push their students too hard because they struggle with this skill. However, if the skill is scaffolded into the

course, then after several assessments or presentations, the student should be ready to demonstrate a higher level of thinking. If that scaffolding doesn't seem to fit with the course, then perhaps the course isn't a good one for critical thinking assessment. That isn't to say that the course has no critical thinking, but it may be that the course causes the student to demonstrate critical thinking, rather than to actually develop it."

"No action is needed in 8-week courses. The face to face, ITV, online, and 16-week courses should focus on formulating judgments and solutions because it was the lowest category. Reflecting Liebig's law of the minimum, if one area is deficient, growth will be poor when all other areas are abundant."

"Create a piece for critical thinking in ACAD to get the students all on the same page as to what the definition is and how to obtain it. Create a critical thinking class. Nursing has a critical thinking class and it brings out a lot of the subtleties to the process as well as giving them a frame of reference. Provide them with the details of each assignment so that they can see how each piece fits together and shows critical thinking."

Summary of Findings

Communication Fluency

After analysis and review of the data presented from the fall semester of 2019, it is evident students who were assessed in the area of Communication continue to struggle with evaluation and application of knowledge. There has not been a significant improvement in student learning as it pertains to criteria and the college-wide outcome of Communication Fluency at this time at the institution.

Based on the feedback from the members of the SLIC, the faculty are encouraged to consider the following aspects within each course of the curriculum: critical thinking skills are needs to support ideas with accurate and credible details relevant to topics, patterns of reasoning should be fully consistent and relevant to the ideas presented, and more focus should be given to other outcomes as well such as information literacy and critical thinking skills as they have an interconnectedness that lends to student learning and success.

Critical Thinking

The analysis of the assessment data of Critical Thinking from fall 2019 show a similar pattern from previous collections and study. Student assessment scores indicate this outcome is most difficult for student amongst the college-wide outcomes at the institution. The ability to analyze and evaluate information for a specific purpose and then use that information to generate new ideas or problem-solve by formulating judgments and solutions is the most difficult and this continues to be a challenge for our students regardless of modality or semester length. There has not been significant improvement of student learning in the area of critical thinking to date.

Based on the feedback from the members of the SLIC, the faculty are encouraged to consider the following aspects within each course of the curriculum: establishing credibility, providing ample class time for discussion regarding clarity of instructions and assignment, providing multiple opportunities for practice, and dedicated lessons or curriculum regarding critical thinking at the institution.

Conclusion

This report provides an overview of the results of the spring and fall semesters of 2019 for the college-wide outcomes. It is a breakdown analysis of the specific areas that the Student Learning Improvement Committee believes need attention. It is the intention of this committee that the information provided will aid and guide the institution moving forward with improving student learning at Three Rivers College. This report will be shared with the Faculty Executive Committee for further action toward improving student learning.

Published by:

Office of Institutional Effectiveness
Three Rivers College
2080 Three Rivers Blvd.
Poplar Bluff, MO 63901
573-840-9007
mpayne@trcc.edu